



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2009–2010: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2010-2011 NCLB Report Card

School: Auburn Middle School

SAU: Auburn School Department

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2010-2011 NCLB Report Card



School: Auburn Middle School
SAU: Auburn School Department
Grade: 07



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	252	251	100	75	75	78	14	62	18	7	251	0
	2009-2010	232	224	97	67	67	69	4	64	23	10	221	3
Female	2008-2009	123	122	99	80	80	84	19	61	15	5		
	2009-2010	120	118	98	70	70	76	6	64	23	7		
Male	2008-2009	129	129	100	71	71	73	9	62	20	9		
	2009-2010	112	106	95	64	64	62	1	63	23	13		
Caucasian/White	2008-2009	221	220	100	80	80	79	14	66	15	6		
	2009-2010	197	190	96	69	68	69	3	66	22	9		
African American/Black	2008-2009	24	24	100	33	36	60	4	29	46	21		
	2009-2010	20	19	95	58	58	53	5	53	21	21		
Hispanic	2008-2009	3	3	100			69						
	2009-2010	4	4	100			60						
Asian or Pacific Islander	2008-2009	2	2	100			83						
	2009-2010	8	8	100			77						
American Indian or Native Alaskan	2008-2009	2	2	100			64						
	2009-2010	3	3	100			56						
Economically Disadvantaged	2008-2009	107	106	99	67	67	67	7	60	24	9		
	2009-2010	120	116	97	57	57	57	1	56	30	13		
Migrant	2008-2009	0	0				63						
	2009-2010	0	0										
Students with Disabilities	2008-2009	48	48	100	44	45	39	2	42	33	23		
	2009-2010	48	47	98	30	30	28	0	30	36	34		
Limited English Proficient	2008-2009	16	16	100	31	31	47	0	31	44	25		
	2009-2010	13	12	92	50	50	44	0	50	33	17		

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<1 is printed for 2009-2010 data when the percentage rounds to 0.

2010-2011 NCLB Report Card



School: Auburn Middle School
SAU: Auburn School Department
Grade: 08



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	253	242	96	62	62	71	16	46	26	11	239	3
	2009-2010	262	258	98	60	60	68	9	51	28	12	258	0
Female	2008-2009	128	124	97	65	65	77	22	43	27	8		
	2009-2010	123	122	99	70	70	76	14	57	18	11		
Male	2008-2009	125	118	94	60	59	66	10	50	25	14		
	2009-2010	139	136	98	51	51	61	4	46	36	13		
Caucasian/White	2008-2009	222	213	96	63	62	72	17	46	27	10		
	2009-2010	233	230	99	62	62	69	10	52	27	11		
African American/Black	2008-2009	19	17	89	47	47	51	12	35	29	24		
	2009-2010	21	20	95	40	40	50	0	40	25	35		
Hispanic	2008-2009	6	6	100	67	67	66	17	50	33	0		
	2009-2010	3	3	100			57						
Asian or Pacific Islander	2008-2009	4	4	100			71						
	2009-2010	2	2	100			76						
American Indian or Native Alaskan	2008-2009	2	2	100			56						
	2009-2010	3	3	100			50						
Economically Disadvantaged	2008-2009	104	97	93	42	42	56	7	35	40	18		
	2009-2010	134	132	99	46	46	56	6	40	33	21		
Migrant	2008-2009	0	0				50						
	2009-2010	0	0										
Students with Disabilities	2008-2009	47	45	96	31	30	29	2	29	36	33		
	2009-2010	49	48	98	23	23	26	2	21	38	40		
Limited English Proficient	2008-2009	10	10	100	50	50	41	0	50	20	30		
	2009-2010	14	13	93	46	46	43	0	46	31	23		

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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2010-2011 NCLB Report Card



School: Auburn Middle School
SAU: Auburn School Department
Grade: 07



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	252	251	100	59	59	57	19	40	21	20	251	0
	2009-2010	232	225	97	57	58	60	22	36	24	19	222	3
Female	2008-2009	123	122	99	59	59	59	21	38	22	19		
	2009-2010	120	118	98	56	56	59	15	41	29	15		
Male	2008-2009	129	129	100	60	59	56	17	43	20	20		
	2009-2010	112	107	96	59	59	61	29	30	19	22		
Caucasian/White	2008-2009	221	220	100	64	64	58	21	43	20	16		
	2009-2010	197	190	96	61	61	61	23	38	23	16		
African American/Black	2008-2009	24	24	100	17	16	32	4	13	33	50		
	2009-2010	20	20	100	30	30	35	5	25	30	40		
Hispanic	2008-2009	3	3	100			47						
	2009-2010	4	4	100			42						
Asian or Pacific Islander	2008-2009	2	2	100			68						
	2009-2010	8	8	100			72						
American Indian or Native Alaskan	2008-2009	2	2	100			39						
	2009-2010	3	3	100			46						
Economically Disadvantaged	2008-2009	107	106	99	39	39	42	11	27	33	28		
	2009-2010	120	117	98	44	45	46	12	32	28	27		
Migrant	2008-2009	0	0				50						
	2009-2010	0	0										
Students with Disabilities	2008-2009	48	48	100	23	22	23	2	21	25	52		
	2009-2010	48	47	98	26	29	25	13	13	19	55		
Limited English Proficient	2008-2009	16	16	100	13	13	27	0	13	31	56		
	2009-2010	13	13	100	15	15	36	0	15	54	31		

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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Group	Mathematics Assessment Data												
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					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	253	242	96	50	50	52	14	36	21	29	239	3
	2009-2010	262	258	98	57	57	60	17	40	19	24	258	0
Female	2008-2009	128	124	97	52	52	54	15	36	22	27		
	2009-2010	123	122	99	55	55	60	18	37	20	25		
Male	2008-2009	125	118	94	49	48	51	14	36	20	31		
	2009-2010	139	136	98	59	59	59	17	42	18	24		
Caucasian/White	2008-2009	222	213	96	52	52	53	15	37	21	27		
	2009-2010	233	230	99	60	60	60	19	40	19	21		
African American/Black	2008-2009	19	17	89	29	29	31	0	29	18	53		
	2009-2010	21	20	95	25	25	34	0	25	25	50		
Hispanic	2008-2009	6	6	100	50	50	40	17	33	17	33		
	2009-2010	3	3	100			48						
Asian or Pacific Islander	2008-2009	4	4	100			60						
	2009-2010	2	2	100			68						
American Indian or Native Alaskan	2008-2009	2	2	100			37						
	2009-2010	3	3	100			46						
Economically Disadvantaged	2008-2009	104	97	93	34	34	36	6	28	21	45		
	2009-2010	134	132	99	43	43	45	13	30	23	34		
Migrant	2008-2009	0	0				17						
	2009-2010	0	0										
Students with Disabilities	2008-2009	47	45	96	20	19	18	7	13	22	58		
	2009-2010	49	48	98	15	15	21	0	15	23	63		
Limited English Proficient	2008-2009	10	10	100	10	10	26	0	10	40	50		
	2009-2010	14	13	93	23	23	29	0	23	31	46		

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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Grade: 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	98	99 99	99 99	59	65 67	71 69	98	99 99	99 99	59	64 64	63 61	92	93	95
Caucasian/White	98	99 99	99 99	60	67 68	71 69	98	99 98	99 99	62	65 66	64 62			
African American/Black	*	97 97	97 97	*	44 51	49 50	*	100 98	99 98	*	48 39	36 38			
Hispanic	*	* *	97 99	*	* *	63 59	*	* *	99 100	*	* *	51 46			
Asian or Pacific Islander	*	* *	97 98	*	* *	73 76	*	* *	99 99	*	* *	67 71			
American Indian or Native Alaskan	*	* *	98 97	*	* *	64 57	*	* *	98 97	*	* *	54 47			
Economically Disadvantaged	98	98 99	99 99	45	56 56	60 56	98	99 99	99 99	46	52 51	50 47			
Students with Disabilities	98	97 98	97 98	22	29 31	36 28	98	96 97	97 98	13	42 26	35 25			
Limited English Proficient	*	93 *	96 95	*	42 50	48 45	*	100 *	99 99	*	42 31	39 35			

E=Elementary Grades 3-5 M=Middle Grades 6-8.

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.



Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	21	9	19	3	5	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	2

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	7.45

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>